

2020 Annual Report to The School Community



School Name: William Ruthven Primary School (5544)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 04 April 2021 at 01:30 PM by Donald Eddington (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

William Ruthven Primary School is a caring school community located in the northern suburb of Reservoir. Our vision is to develop literate, numerate and curious learners who are empowered and ready for each stage of their learning. We seek to instil personal and collective responsibility via our school values of respect, compassion and confidence. We have high expectations for ourselves and our students. Through a safe and orderly environment, we are committed to developing happy and confident learners who aspire to do their best. English and mathematics are at the core of our school's teaching and learning program. This program is enhanced through our specialist subjects - science/robotics, visual arts and Italian. Classroom teachers also deliver the school's physical education and library programs. Our approaches to teaching and learning enable us to tailor programs to how our children learn best. We see education as a joint partnership between home and the school. By working together with our parents and carers, we give our students the best opportunity to flourish academically, physically, socially and emotionally.

A dedicated science room was established in 2015 to ensure science was a school-wide priority. In 2020, this dedicated space has been expanded as a STAR (Science, Technology, Arts and Robotics) Centre which, as the name suggests, includes the teaching of robotics. In 2016, the school's 'Breakfast Club' program was introduced. Students, who may otherwise arrive at school hungry, come to school and have a breakfast of cereal and toast before they start their school day. An average of 26 students attend on any given day. In 2017, the Berry Street Educational Model - a trauma-informed resiliency program - was introduced. The school's involvement in the Berry Street Educational Model was supported and facilitated by the City of Darebin.

In 2020, our staff comprised of two principal class officers, one learning specialist, 10 classroom teachers (for nine classes), three specialist teachers, and six education support staff. The total number of students enrolled at the school in 2020 was 212 - 115 female and 97 male. Thirty-nine percent of students had English as an Additional Language (EAL), and 4% were Aboriginal or Torres Strait Islander.

The school undertook a review of its 2016-2019 Strategic Plan in term 1, 2020. Its 2020-2023 School Strategic was endorsed by School Council in term 3.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

Throughout 2020, teachers continued to update their knowledge of curriculum content and pedagogy for reading. Weekly after-school professional learning was developed by the Department of Education and Training's Teaching Partners, and delivered via video conference (i.e., WebEx). The professional learning was followed up when Teaching Partners and Learning Specialist planned with each teaching teams (via WebEx) to strengthen teachers' understanding of comprehension strategies. Professional libraries for English and mathematics were expanded to support teachers to implement evidence-based approaches for teaching and learning programs.

The School Improvement Team considered the school's demographic context when designing its flexible and remote learning model. All students, as far as practical, were taught the same concepts at the same time (e.g., all students covered concepts such as addition for mathematics, making predictions for reading, procedural texts for writing, etc.). The implementation of an online learning platform (SeeSaw), assigning levelled e-books (Active Learn, Sunshine Classics and Epic) and using video conferencing tools (i.e., Webex) were early features of the school's flexible and remote learning model. Explicit teaching videos were recorded for each concept and audio instructions detailed the steps for each learning task. Students watched the videos and listened to the instructions and then completed tasks offline. Feedback from parents and carers, particularly early on, was taken on board to refine the school's flexible and remote learning model. For example, feedback resulted in the introduction of some live teaching and intervention/support (i.e., WebEx reading and WebEx reading intervention). An optional learning timetable had 'specialists' tasks on specific days during the week – thereby giving students something to look forward to and a sense of normality. These tasks were 'repeated' on the weekend for families who may not have had time to do the optional tasks during the working week.

Parents and carers as partners

The school's staff worked hard to ensure that parents and carers felt supported with regard to the provision of flexible and remote learning. This included ensuring that all students had access to digital devices and the internet (dongles). The school established and maintained clear processes for responding to parent concerns during the lockdown periods, and these processes were well understood. Parents/carers continued to be involved in decision making activities through mechanisms such as School Council (albeit remotely via WebEx). When on site, staff continued to ensure that all students, parents/carers and families felt safe, welcomed and supported in, and by, the school.

At the beginning of 2020, parents/carers had opportunities to provide feedback and have input into the school's review, and into guidelines and expectations for the Student Engagement and Wellbeing policy. In term 3, student and parent/carer input was sought with regard to a review and the implementation of the school's Uniform policy. The school engaged the parent/carer community with education-based programs such as Classroom Helpers and Catching On Early - the latter being delivered via WebEx during the term 3 lockdown. Parent-teacher interviews were provided via WebEx in term 3. 'Plain language' reporting statements were introduced and used to communicate student progress against the Victorian Curriculum's achievement standards. Previously, the school had used descriptive reporting when communicating student progress to parents.

Achievement

With regard to flexible and remote learning, most students:

- Independently completed a large number of tasks that related to new learning (rather than simply completing revision of previously taught content).
- Adapted to the online learning environment and responded well to the explicit teaching videos and live teaching, and enjoyed having access to levelled e-books.
- Engaged with optional learning tasks such as the STEM family challenge.

NAPLAN (National Assessment Program – Literacy and Numeracy) was not conducted in 2020 and so associated goals and targets could not be measured. According to teacher judgements, the percentage of students working at or above age expected standards in English and Mathematics were slightly higher/higher than similar schools but were below the state average:

- English - William Ruthven PS (78.3%), similar schools average (77.4%), state average (86.3%).
- Mathematics - William Ruthven PS (77.8%), similar schools average (74.1%), state average (85.2%).

The school's focus for the next four years, in relation to achievement, is to improve literacy and numeracy outcomes for all students. The school recognises that when teachers' learning plans integrate the Victorian Curriculum, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs, teachers are best equipped to address the learning needs of all students. The school will:

- Embed curriculum planning and implementation that appropriately engages and challenges all learners.
- Embed authentic, fit for purpose assessment and feedback practices that improve teaching and learning.
- Enhance teacher pedagogical content knowledge.
- Implement an inquiry improvement cycle that draws on evidence-based practice to plan for learning at each student's point of need.

In 2021, the school will:

- Develop data literacy of teachers to inform their understanding of student needs and progress, and to identify students requiring additional support.
- Establish a Tutor Reading Program to support students who require additional assistance with their learning. Together with school financial and human resources, and DET additional funding of \$55,119, the school will establish a literacy team to lift students' reading performance.
- Implement pedagogical model – with links to High Impact Teaching Strategies – and build on structures to support teacher collaboration in planning and reflection.
- Engage in coaching, mentoring and feedback, with Learning Specialists and Teaching Partners, to strengthen teaching practice.
- Reflect on and evaluate lesson implementation by annotating planners (i.e., what went well, what needs strengthening next time).

- Deliver whole school professional learning for identified core-curriculum priority areas (e.g., Teaching Mathematics professional learning series).

Engagement

Throughout remote and flexible learning, the school developed and implemented special days and celebrations in which to engage students (e.g., 100 Days of school for Prep students, a Multicultural Monday, a Wellbeing Wednesday and a Family Fun Friday). WebEx class meetings and WebEx whole school assemblies were held during the second lockdown to keep students connected to their peers and the school. Student leaders announced the recipients of 'Student of the Week' awards from their homes. Modified versions of school events (such as Footy Day, Book Week parade and Celebration Night) were held when on-site learning resumed in term 4. These events were documented in the 2020 year book (which was re-introduced and compiled by an interested parent).

In 2020, the average days of absence per student was 22.4 days - with 40% of students being absent for 20 or more days. This level of absenteeism was above similar schools (29%) and the State average (20%). The number of unapproved/unexplained absences was an average of 12 days per student. Student reports and letters home to parents/carers indicated the number of days their child had been absent from school/remote learning and sought to have unexplained absences explained.

The students' 2020 Attitudes to School Survey scores rose in the following areas connected to engagement:

- Differentiated learning challenge: 87% (up from 85% in 2019).
- Stimulated learning: 81% (up from 75% in 2019).
- Motivation and interest: 81% (up from 79% in 2019).

The school's focus for the next four years, in relation to engagement, is to improve student engagement in learning. We know that when teachers model and sustain high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted and outcomes improve. The school will:

- Embed a culture of high expectations that fosters engagement, curiosity and academic rigour.
- Enhance teacher capacity to scaffold and differentiate learning.
- Establish partnerships with parents and carers and others to enhance student learning and engagement.

In 2021, the school will:

- Build staff capacity to collect, analyse, monitor and respond to engagement and wellbeing data.
- Establish an approach for working with parents/carers/kin on root causes for student absences.

Wellbeing

During the period of remote and flexible learning, perhaps more than at any other time, staff understood the power and importance of teacher-student-parent relationships on engagement and wellbeing. As a result, teachers had weekly conversations with families (i.e., wellbeing phone calls home). Upon the resumption of on-site learning in term 4, mental health and wellbeing guided the school's operations. Students from disadvantaged backgrounds and students with disabilities were disproportionately impacted across all areas of their education from the periods of flexible and remote learning. Available resources were effectively mobilised to ensure support for every student. Attention was placed on re-engaging students and their families (where needed), supporting the social and emotional learning of all students, and encouraging and sustaining motivation for learning.

The students' 2020 Attitudes to School Survey scores rose in the following areas connected to wellbeing:

- Teacher-student relationships/teacher concern: 82% (up from 80% in 2019).

In 2020, the percentage of year 4 - 6 students' reported sense of connectedness and management of bullying was slightly lower/lower than similar schools and the state average:

- Sense of connectedness - William Ruthven PS (78.5%), similar schools average (78.9%), state average (79.2%).
- Management of bullying - William Ruthven PS (76.5%), similar schools average (77.6%), state average (78.0%).

The school's focus for the next four years, in relation to wellbeing, is to improve the health and wellbeing of all students. Research tells us that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more (Henderson and Mapp, 2002). The school will:

- Embed the whole school approach to health, wellbeing, inclusion and engagement.

In 2021, the school will:

- Have stronger implementation of Student Engagement and Wellbeing policy by following up all and perceived incidents of bullying with students and their parents/carers.
- Implement, review and embed a revised whole-school Start Up program.
- Establish, review and embed the teaching of calm transitions in a range of situations.
- Build student capacity to self-identify their learning readiness and promote classroom strategies so students are ready to learn.

Financial performance and position

William Ruthven Primary School maintained a healthy financial position throughout 2020. The 2020-2023 School Strategic Plan (SSP), together with the 2020 Annual Implementation Plan, continued to provide the framework for School Council to allocate funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus was due to effective management of the Student Resource Package and changes in the staffing profile.

Equity funding was used to support our SSP goal to improve literacy and numeracy outcomes for all students. Actions associated with this goal included the appointment of literacy and numeracy learning specialists, and the employment of additional classroom aides to support students who are not funded through the Department's Program for Students with Disabilities (PSD).

In 2020, School Council entered into two contracts:

1. Junior Adventures Group/OSH Club (outside school hours care): In the previous contract, Junior Adventures Group had a guaranteed revenue of \$462.33 per day whether any students were using the program or not. The cost to the school for subsidising the OSH Club program was approximately \$50,000 per year. Under the new contract, Junior Adventures Group has a guaranteed revenue of \$7,500 per term (\$30,000 per year).
2. PSW (school uniform supplier agreement): The school previously outlaid \$40,000 to purchase school uniforms from PSW and LW Reid which was sold via a school-based uniform shop. Under the terms of the uniform supplier agreement, PSW bought back unsold uniforms (valued at \$8625.63) and now sells school uniforms directly to parents/carers. The school receives a 5% commission calculated on GST exclusive sales.

For more detailed information regarding our school please visit our website at
<https://www.williamruthvenps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 212 students were enrolled at this school in 2020, 115 female and 97 male.

39 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

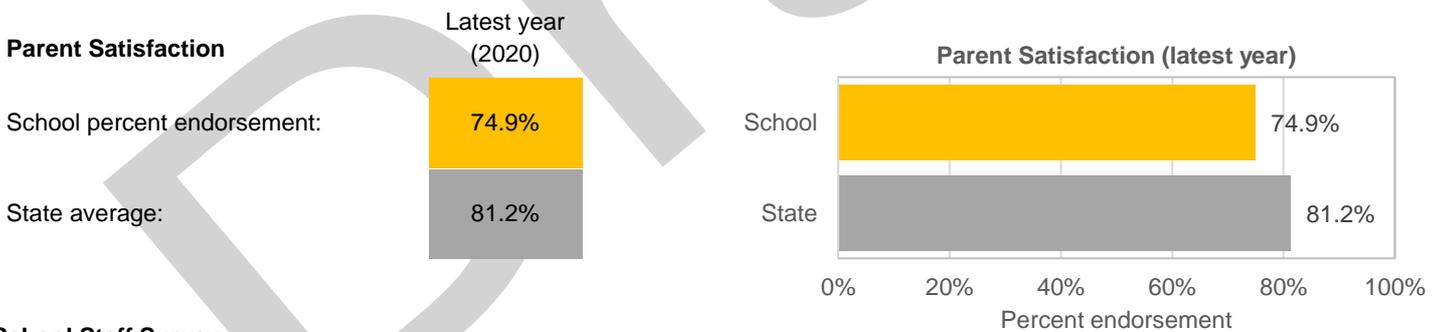
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

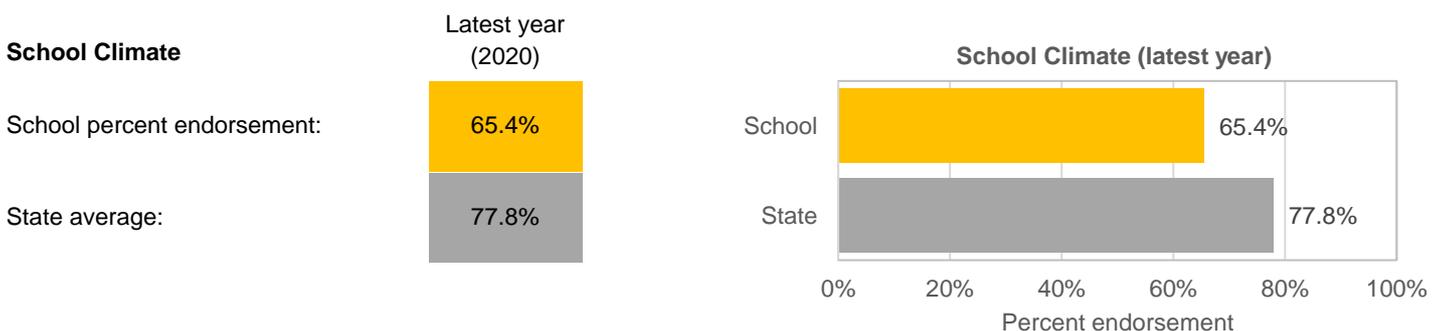


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

78.3%

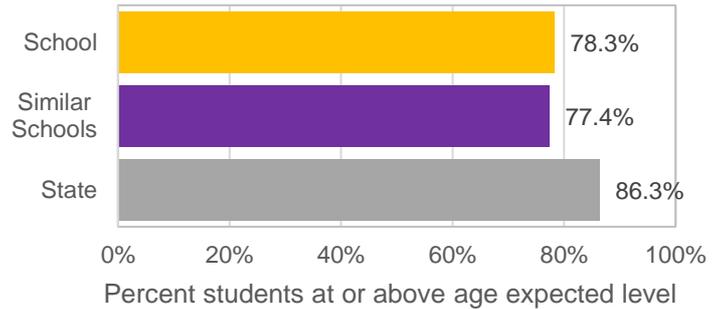
Similar Schools average:

77.4%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

77.8%

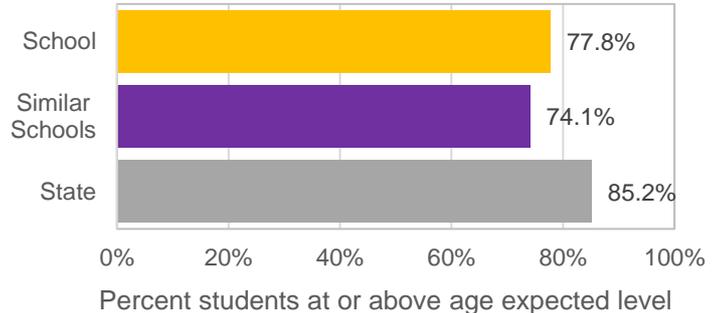
Similar Schools average:

74.1%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

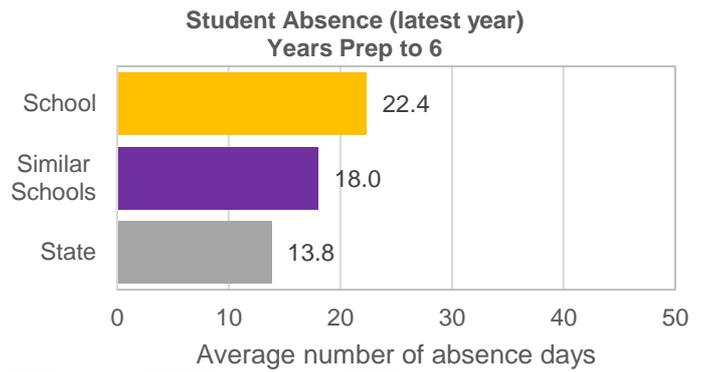
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	22.4	22.1
Similar Schools average:	18.0	17.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	87%	89%	89%	93%	87%	85%	89%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

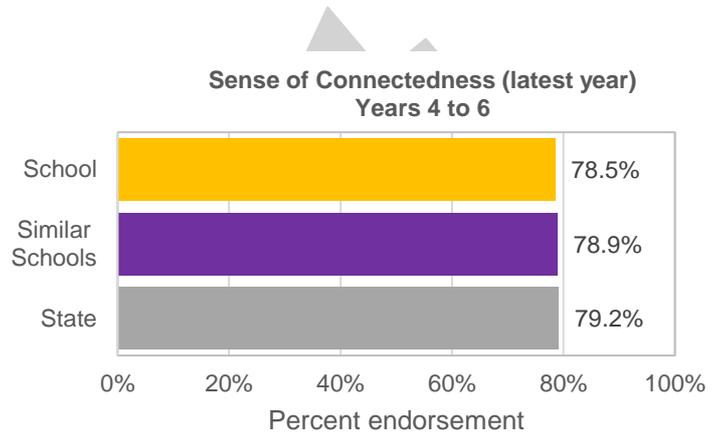
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	78.5%	79.9%
Similar Schools average:	78.9%	80.7%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

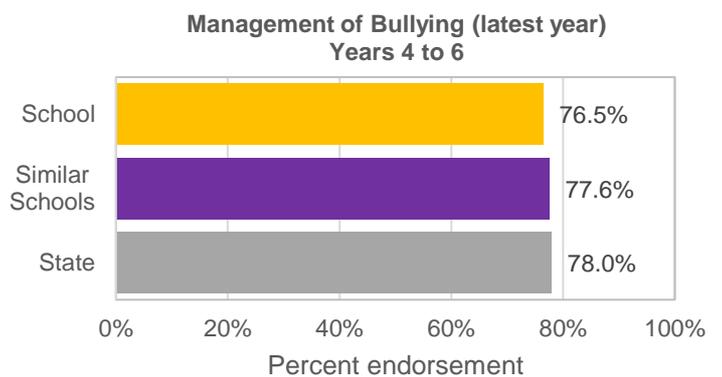
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.5%	79.2%
Similar Schools average:	77.6%	80.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,031,426
Government Provided DET Grants	\$337,260
Government Grants Commonwealth	\$1,850
Government Grants State	NDA
Revenue Other	\$19,829
Locally Raised Funds	\$30,063
Capital Grants	NDA
Total Operating Revenue	\$2,420,428

Equity ¹	Actual
Equity (Social Disadvantage)	\$319,124
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$319,124

Expenditure	Actual
Student Resource Package ²	\$1,915,243
Adjustments	NDA
Books & Publications	\$3,635
Camps/Excursions/Activities	\$22,384
Communication Costs	\$14,128
Consumables	\$56,507
Miscellaneous Expense ³	\$17,940
Professional Development	\$9,830
Equipment/Maintenance/Hire	\$62,630
Property Services	\$153,679
Salaries & Allowances ⁴	\$15,878
Support Services	\$66,829
Trading & Fundraising	\$12,386
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,465
Total Operating Expenditure	\$2,370,534
Net Operating Surplus/-Deficit	\$49,894
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$283,132
Official Account	\$19,339
Other Accounts	NDA
Total Funds Available	\$302,471

Financial Commitments	Actual
Operating Reserve	\$51,746
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$14,585
School Based Programs	\$82,200
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$7,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$78,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$233,531

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.